

THE IMPORTANCE OF COMMUNICATION IN IMPROVING THE PEDAGOGICAL SKILLS OF YOUNG EDUCATORS

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Abstract

This article examines the importance of communication in improving the pedagogical skills of a young educator. The role of pedagogical communication in increasing the effectiveness of the educational process and in forming positive relationships between educators and children is analyzed. The study also highlights the conditions for organizing effective pedagogical communication in preschool educational institutions and the development of communicative competence of young educators.

Keywords: Pedagogical communication, young educator, pedagogical skills, communicative competence, preschool education, professional development, educational process, teacher–child interaction, speech culture, psychological environment, cooperation with parents, professional competence.

Introduction

Today, the reforms being implemented in the preschool education system require educators to possess a high level of professional competence, pedagogical skills, and the ability to establish effective communication with children. In particular, pedagogical communication is one of the most important factors for young educators who have just begun their professional activities. This is because sincere, accurate, and purposeful communication between the educator and the child ensures the effectiveness of the educational and upbringing process.

Pedagogical communication is a complex communicative process that ensures the exchange of knowledge, experience, emotions, and educational influence between the educator and the child. This process serves as an important tool in shaping the professional skills of young educators. At the initial stage of a young educator's professional activity, establishing proper communication with children is an important pedagogical task. Through communication, the educator studies the psychological characteristics of children, identifies their individual abilities, and selects appropriate pedagogical approaches for them.

Communication plays an important role in forming and improving the pedagogical skills of young educators. Through effective pedagogical communication, educators establish positive relationships with children, organize the educational process effectively, and continuously develop their professional competence. Therefore, special attention should be paid to



developing the communicative competence of young educators in the preschool education system.

Improving the pedagogical skills of a young educator is a continuous process that requires constant learning, research, gaining experience, and working on oneself. By deepening pedagogical knowledge, using modern teaching methods, establishing effective communication, and enriching practical experience, young educators can further develop their professional skills. As a result, the opportunities for organizing a high-quality educational process in the preschool education system increase significantly.

Improving the Pedagogical Skills of Young Educators

The reforms carried out in the preschool education system require educators to possess a high level of professional knowledge, pedagogical skills, and modern approaches. Particularly for young educators who are just beginning their professional activities, the formation and continuous improvement of pedagogical skills are of great importance. This is because the professional preparation and skills of educators are among the key factors that determine the effectiveness of the educational process.

Pedagogical mastery is the integration of an educator's pedagogical knowledge, practical skills, communication culture, organizational abilities, and experience in working effectively with children. An educator with high pedagogical mastery can organize the educational process effectively, take into account children's interests and needs, and support their comprehensive development.

The improvement of a young educator's pedagogical skills is related to several important factors. First of all, educators should continuously enrich their professional knowledge. Familiarity with modern pedagogical technologies, innovative teaching methods, and new scientific achievements in the field of preschool education positively influences the professional development of young educators.

At the same time, active participation in professional development courses, seminars, training sessions, and methodological events contributes to the development of pedagogical mastery. Practical experience also plays an important role in improving pedagogical skills. In daily pedagogical practice, young educators use various methods and approaches while working with children, thereby enriching their professional experience.

Observing the activities of experienced educators, receiving methodological advice, and analyzing one's own professional activities also create opportunities for professional growth. In addition, pedagogical communication plays a significant role in developing the pedagogical mastery of young educators. Establishing sincere and trusting relationships with children, cooperating with parents, and working effectively with colleagues increase the educator's professional competence. Through communication, educators better understand children's interests, needs, and psychological characteristics.

Furthermore, the personal qualities of educators are also important in improving pedagogical mastery. Such qualities as kindness, patience, responsibility, creativity, and initiative play a significant role in the professional activities of educators. These qualities help educators work effectively with children and organize the educational process at a high level.



MATERIALS AND METHODS

Improving the pedagogical skills of a young educator is a continuous process that requires constant learning, research, gaining experience, and self-development. By deepening pedagogical knowledge, using modern teaching methods, establishing effective communication, and enriching practical experience, a young educator can further develop professional mastery. As a result, the opportunities for organizing a high-quality educational process in the preschool education system increase significantly.

The Concept of Pedagogical Communication and Its Content

Pedagogical communication is the process of interaction, exchange of information, and educational influence that occurs between the educator and children during the educational process. Through pedagogical communication, the educator conveys knowledge, skills, and abilities to children, influences their personal development, and forms a culture of social relations. In this regard, pedagogical communication is an integral part of the educational process, as it not only provides information but also fulfills the task of educating and developing the individual.

The concept of pedagogical communication has been widely studied in pedagogy and psychology and occupies an important place in the professional activity of teachers and educators. This process is based on the principles of mutual respect, trust, cooperation, and sincerity. In particular, the importance of pedagogical communication increases even more in preschool education, because children at this age are directly influenced by the educator's speech, communication style, and attitude.

The content of pedagogical communication consists of several important components. First, there is the process of information exchange, in which the educator explains new knowledge to children, asks questions, listens to their ideas, and analyzes them. Second, emotional interaction plays an important role. By establishing sincere, kind, and supportive relationships with children, the educator strengthens their self-confidence. Third, pedagogical communication includes the process of educational influence, through which positive behavior, moral qualities, and social skills are formed in children.

The effectiveness of pedagogical communication largely depends on the educator's communicative culture and speech skills. The educator must ensure clarity, fluency, and comprehensibility in speech and take into account the age and individual characteristics of children. In addition, active listening, respecting children's opinions, and encouraging them are important aspects of the communication process.

Pedagogical communication is not limited only to interaction between the educator and children. It also includes cooperation with parents, colleagues, and other staff members of the educational institution. Such cooperation ensures the continuity of the educational process and contributes to the comprehensive development of children.

Thus, pedagogical communication is an important factor in the educational process, ensuring effective cooperation between the educator and children. Through effective communication, children's cognitive activity increases, their social skills develop, and the pedagogical mastery of the educator improves.



The Role of Communication in Developing the Pedagogical Skills of Young Educators

Communication is one of the most important factors in the formation of pedagogical skills in young educators. The effectiveness of pedagogical activity largely depends on how educators establish communication with children, parents, and colleagues. Especially for young educators working in preschool institutions, communication skills are an essential component of professional development.

Pedagogical mastery is the ability of an educator to organize professional activities effectively, manage the educational process purposefully, and establish productive relationships with children. Pedagogical communication serves as one of the main tools in developing this mastery. Through communication, educators can better understand children's needs, interests, and psychological characteristics.

For young educators, pedagogical communication is an important source of gaining experience. During communication, educators answer children's questions, listen to their opinions, and organize their activities accordingly. This helps establish relationships based on trust and mutual understanding between educators and children. Such an environment increases the effectiveness of the educational process.

Moreover, effective communication contributes to the development of the young educator's speech culture. Educators must pay attention to making their speech clear, fluent, and understandable. Preschool children often imitate the speech and behavior of their educators. Therefore, the educator's speech culture plays a significant role in shaping children's correct communication skills.

In addition, pedagogical communication contributes to the professional growth of young educators. Establishing effective cooperation with parents, exchanging experiences with colleagues, and working collaboratively with the educational team are all carried out through communication. This enriches the educator's pedagogical experience and further develops professional mastery.

RESULTS AND DISCUSSIONS

In preschool educational institutions, the effectiveness of the educational process largely depends on the pedagogical communication established between educators and children. Effective communication not only facilitates the process of providing knowledge but also contributes to children's personal development, socialization, and upbringing in a psychologically healthy environment. Therefore, organizing effective communication in preschool institutions is considered one of the important pedagogical tasks.

First of all, when organizing effective communication, it is necessary to take into account the age and individual psychological characteristics of children. Since preschool children are sensitive, imitative, and emotionally active, educators should communicate with them while considering their interests, needs, and psychological state. This helps develop children's ability to express their thoughts freely and participate actively.

Another important condition is the creation of a sincere and friendly psychological environment. Educators should establish relationships with children based on kindness,



patience, and respect. In such an environment, children feel comfortable and are encouraged to ask questions, express their opinions, and participate actively. As a result, the effectiveness of the educational process increases.

The speech culture of the educator also plays an important role in organizing effective pedagogical communication. Educators should ensure that their speech is clear, fluent, and understandable. It is also important to use a positive tone and encouraging words when communicating with children, since the educator's speech serves as an important model for them.

In addition, active listening to children is one of the key conditions of pedagogical communication. Educators should listen attentively to children's opinions, respond patiently to their questions, and encourage them. This helps develop children's self-confidence and increases their interest in communication.

Another important factor is establishing effective cooperation with parents. Educators should maintain regular communication with parents and exchange information about the child's development, interests, and behavior. Such cooperation ensures a unified pedagogical approach in the child's upbringing.

In conclusion, organizing effective pedagogical communication in preschool educational institutions requires taking into account children's age characteristics, creating a positive psychological environment, maintaining a high level of speech culture, actively listening to children, and establishing cooperation with parents. The implementation of these conditions contributes to improving the quality of the educational process and supports the comprehensive development of children.

CONCLUSION

In conclusion, pedagogical communication plays an important role in the professional activity of a young educator. Through communication, educators influence the personal development of children, organize the educational process effectively, and continuously improve their pedagogical skills. Therefore, special attention should be paid to the development of communicative competence among young educators in the preschool education system.

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